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ABSTRACT

Five of the six papers in this collection focus on public library services, collection development problems, and involvement in literacy campaigns in developing countries; the sixth paper is concerned with public library services in Norway. (1) In "Big Cities, Its Inhabitants and Public Libraries Systems," May Brooking Negrao examines Sao Paulo's public library service to its inhabitants in terms of labor and education factors. (2) In "Collection Development in Public Libraries in Developing Countries," Karen Jesson attributes collection development problems in Zimbabwe and other developing nations to the shortage of foreign currency, import taxation on books, the government attitude toward indigenous publishing, proportions of local and imported material in libraries, and library promotion of indigenous literature. (3) In "Literacy Campaigns in West Africa," Kosi A. Kedem focuses primarily on campaign efforts in Ghana and Nigeria, the agencies involved in the campaigns, and the role of public libraries. (4) In "Bibliotheques a deux portes ou la Bibliotheque scolaire et ses relations avec la Bibliotheque publique (Libraries with Two Doors or the Academic Library and Its Relationship with the Public Library)," Remi Sagna argues that the public library and academic library complement each other in developing nations, and that the two together provide a tool for promoting education and reading in the traditionally oral societies of Africa, especially Senegal. (5) In "Literacy Campaigns in Asia and Thailand," Karmmanee Suckcharoen examines literacy campaigns in the Republic of China, Pakistan, the Philippines, and Thailand. (6) In "Public Library Policy," Else Granheim emphasizes those elements of public library service in Norway that guarantee nationwide user access throughout the country. (MAB)

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IFLA GENERAL CONFERENCE STOCKHOLM 1990

IFLA PRESESSION SEMINAR

ON PUBLIC LIBRARY POLICY

HARNOSAND: AUGUST 13-17 1990

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BIG CITIES, ITS INHABITANTS AND PUBLIC LIBRARIES SYSTEMS

By

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ABSTRACT

Social problems affect most the big cities in developing countries. The growth of cities is caused, mainly, by rural exodus. The rural migrant, facing an urban culture, ends up living at marginal areas of the city, at margin of the society. Information is considered as a means of participation in urban life. As an example of the situation, it is discussed the public libraries system in the city of São Paulo, considering the relationship between its inhabitants (marginal, resident or citizen) and the city. Labor, education and time affect this relationship and influence library services. Community involvement, staff training, new approaches to services, priority for children and women are some of the alternatives proposed. Research studies on the subject are considered extremely necessary. Options to reach a larger extension of the city, specially peripheral areas, are offered.

The lack of research studies analyzing the public libraries system of Sao Paulo, within the context of the city itself, was a good motivation to choose it as a theme of my master's dissertation, then years ago (1). It is described in that paper the inauguration, in 1926, of the first municipal library in the city. At the opening ceremony, the library director proudly announced that as Sao Paulo was to become the biggest city in South America, the library was going to need larger premises in the nearby future.

At that time, Sao Paulo, in the State of Sao Paulo had a population of approximately 800.000 inhabitants, which turned into 11 million in 1990, today, in fact, the biggest city in South America.

Besides its size, Sao Paulo is also the center of a metropolitan area comprising 37 municipalities and a population that accounts for 10% of the country's whole population. It is considered not a metropolis - its activities goes beyond its own limits, reaching

the neighboring cities - but a megalopolis, with an influence that extrapoles the local state and affects the whole nation.

The concentration of population in a specific area of a country is not peculiar to Brazil. In some countries, Peru, for example, with a population of 21 million, the percentage is even higher: Lima has a population of 5 million inhabitants, approximately. Argentina presents the 10% concentration around Buenos Aires and the metropolitan area of Mexico City if famous for its overpopulation (2). So, it can be said that the problem affects most of countries in this Region and to a certain extent the same occurs in Asia.

This growth is mainly due to migration of rural population to urban areas caused by: lack of equilibrium between workforce and job offer, mechanization of agriculture, climatic factors, soil erosion and exhaustion, lack of basic services (health, education), low wages, land concentration in the hands of few owners, laws protecting rural workers, and the attraction of the big city.

The well known consequences to the city are: desorganized growth, the lack of a good infrastructure of urban services (transportation, sanitation, food supply), expansion of work force with the reduction of salaries, unemployment, growth of slum areas, delinquency, criminality, mendicancy and even pollution (3).

In the past 26 years, 40% of the country's rural population moved into urban areas. Sao Paulo receives between 250.000 to 300.000 new inhabitants each year. Out of 100 inhabitants, 56 were born somewhere else. therefore, problems of rural populations, as far as library services are concerned, are similar to those of marginal urban communities, as stated at the UNESCO/IFLA Pre Session Seminar on Library Services in Rural Areas (4).

The complex relation of the inhabitants (of rural and urban origins) with the city, will be analyzed in order to stir up reflections on the library services in big cities with a metropolis connotation.

THE INHABITANTS AND THE CITY

Most of the social concepts used are based on the paper "Culture and participation in the city of Sao Paulo", by a respected social scientist, Fernando Henrique Cardoso (5). In spite of its local approach, most of the concepts expressed therein can be extended to other big cities. The city has changed since the paper was published, but except for some considerations concerning housing and popular movements, the paper is still valid.

The inhabitants are considered in their relation to the city as: a marginal, a resident (new - the migrant; old - the native), and a citizen.

The marginal inhabitant is a sub or pre-proletarian, living in subhuman conditions with no possibility of an upward social mobility. The new resident, is a migrant coming from the interior of the State to a small extent and, from the Northeast or from the northern part of the central state of Minas Gerais, to a greater extent. The attraction for both is work opportunities, but to the migrant from other states, the cultural conflict (new values, symbols, beliefs, habits, food and even language) is greater. As he does not understand the new values, his adaptation is more difficult. Usually he is illiterate, or functional illiterate, and unskilled. Coming from a natural and consistent rural environment he is exposed to a new technological world that he does not know, television being an exception in some cases. Besides, in the city, time has an unknown value to him, the economic value.

The migrant expects from the city the minimum conditions of survival: an employment or even an odd job (selling goods in the streets) and housing. Transportation is a new priority in his life: as the increase of housing facilities cannot cope with the population growth and land prices are extremely high, the migrant only works in the city. But, he either lives in neighboring cities, called "dorm cities", along the railroad tracks, spending many hours of the day commuting, or in the last peripheric ring of the city, the poorest one, where 40.75% of the houses have only one room (6). If he cannot pay the rent, he ends up living in slums or shanties. It is increasing in the last years, the amount of people living in "cortiços", small crowded houses, mainly in the central area of the city.

Through personal efforts and sacrifices of the whole family the migrant tries to conquest the city or to integrate himself into urban life. In saving to buy a home, a national expectancy, he overworks and allows his wife to join the working population. The children unattended, do not have a full time school systems to go. Therefore, a disruption of the family life may occur. from it arises most of the problems with children and the young generation (delinquency and abandoned children). Frequently, children have to leave school to work: 43.6% of the population between 15-17 years old already work; sometimes, 10 years old children have some kind of income from legal or illegal activities. (6,7).

On the other hand, lifelong education is a major factor for social upgrading in a city always in need of skilled laborers for its development.

The migrant has patterns of behavior of the rural society: he socializes with neighbors. His weekends are dedicated to domestic activities (improving or building his own house, visiting relatives and friends, watching TV).

The old city resident, native or not, of lower or middle classes, has already reached an equilibrium between his working and free time. In his well-being, he is indifferent to the overgrowth of the city and to its lost of identity and main characteristics.

The citizen is the inhabitant, usually in fair to good economic situation, who participates actively in the city urban culture, aware of his rights and duties.

All inhabitants, (marginal, resident, citizen) are involved by mass media (there are 2.460.122 TV sets in the city and 96% of the residences have at least one radio (8)), that levels all of them, inducing a passive participation, the particular behavior of an urban mass.

Active participation, or even citizenship, is not a special characteristic of the population, although plain conformism is not a general pattern of behavior. Workers struggled hard to have their trade unions organized and some kind of pressure from the population for the improvement, or solving of problems, concerning the city services has always existed.

In the 80's there has been an expansion of the membership in trade unions. Following this trend, there is today a real increase in the number of organized popular groups. The city service improvements, usually claimed by the "Friends of the Quarter" (Amigos do Bairro), environment protection, health care, religion, ethnicity etc, are some of the various motivations for the gathering of persons into associations.

The influence of "popular movements" on the circles of political decision making and "power" is still to be considered. The lack of an urban political culture to motivate participation is a slowly changing situation. Cardoso, as many other authors (9) states that without information, popular participation does not exist.

Information on public resources,problems and plans must reach homes and working places; access to information on public services influences their use. Cardoso even advises the implementation of public information centers.

All concepts concerning information and participation in the democratic process are stated in the "Declaration of Caracas for the Public Library" (10). A public library system is a city service that has to consider the inhabitant not only as a working man, but as someone who learns, needs free time for leisure and has to fulfill himself as a social being. The inhabitant respected by the city will accept his duties as a citizen.

THE PUBLIC LIBRARY SYSTEM

General Considerations on Service Points

It is famous in the library world of Brazil, the statement made by a blue-collar working woman in a research conducted by Bosi (11):

"I do not read, I do not use my imagination, I overwork", a synthesis of the situation of the big city inhabitant.

But, in addition to social conditions, city library planners have to consider how to reach this population who has no time to read and who lives in an area of 1509 km2. Highly spread, the city is divided into many quarters ("bairros"), each one a different city is itself, with its own main church, square, business area, politicians etc.

Not all of the quarters are served by the 56 existing library buildings, some of them serving only children, others, assigned for adults. Library sizes vary from 9.000 m2 to 200 m2 (sub-branch libraries), reaching approximately 1/3 of the city total area, (IFLA guidelines - a branch library within 1.5 km (12)).

This is not and easily solved problem: how to reach unattended areas, specially in the outskirts of the city where they are most in need, when there is a shortage of resources for libraries, still considered a secondary priority, where distances are great, transportation poor, and, when information is more likely to reach people where they are (home or work).

Many times a choice has to be made: a planned increase of the number of libraries or the improvement of services in main and/or regional libraries. The Rio de Janeiro library system successfully applied most of its strength in the central library, accessible by train, bus and subway.

Three non-mutually excludable options can be tried to reach peripheral areas, deprived of public library service points. All of them assume a joint work with other institutions, either public or private, such as: organized "popular movements", churches of various denominations, community agencies, other city services. These are the options:

1. Bibliobus (Mobile library) - specially nearby working places with a high concentration of people;

2. Traveling boxes (Container libraries)
   As a strategy, the Sao Paulo public library system decided to concentrate its efforts (bibliobus and boxes) in the Southern part of the city, on account of its social conditions (low income, the most populated, the largest area in the city, existing rural areas).

3. Popular libraries
   The system assits private institutions willing to have their own libraries. Popular libraries differently from public libraries are not totally supported by a local authority and have the participation of a local population or institution in their implementation and management.

Cooperation with popular organizations, even with well established institutions as the Catholic Church or city schools, is not an easy task. We had a real experience with a library box: it was discontinued by a new priest who did not like his predecessor's work (Macchiavelli is still contemporary).

Popular organizations, institutions, community agencies, associations are unstable, subject to the will of their board members and even to political struggles. Nevertheless, all efforts have to be endeavored toward participation of the inhabitant in the city life, as a citizen. Integration with popular institutions and community involvement has been a trend in library work during the 80's in Latin America and the Caribbean.

It is not an easy task, but one has to dare and try, even knowing that failure, rather than success is more likely to occur. The opportunity for participation justifies itself, regardless of the results.

POLICY FOR SERVICES

The relationship of the inhabitant with the city (when considering its main links: labor, time, education), as well as the social characteristics of the population, will direct the priorities of action for a library system.

Access to information on a public service affects directly its use: it must be recognized that most of the population, specially those living in the outskirts or in "dorm cities" do not know the meaning of "Biblioteca", the Portuguese word for library, difficult to be pronounced.

So, starting with an explanation of the meaning of biblioteca. the marketing of public libraries in big cities deserve the special attention of library system and library associations in a joint action.

In Brazil, as in many other Third World countries, oral culture prevails over the written culture, a factor to be considered in making the library known to the population. Personal communication has been the most usual reference for the use of libraries.

Television, of course, is the main channel, but radio is still of a great advantage, particularly to reach women. While performing their home chores, they listen to the radio that keeps them company and is at the some time, an important source of information.

But "children are the best medium of contact with adults", as stated at the Chicago Seminar in 1985 (4), and this is even more valid in big cities.

As the safety problem affects every inhabitant, most of the children - except those of lower income classes with working mothers - come to the library for a school task in the company of an adult, mother or grandmother, the latter still a part of the nuclear family in Brazil.

Coming for the first time, some women stay at the library door - libraries are strange to their culture and, in their understanding, a service for students. "If one is not at all or hardly used to handling information material in its widest sense, and not challenged by one's social status to do so, one will have little reason to enter a library" (13). A special effort has to be made for her coming and using a magazine or a handicraft book. This is the right occasion to inform that the library lends books, or other materials, free of charge.

Handicraft, activities are also a good program for women, particularly the courses, that have several purposes: bringing housewives of lower income classes to the library, a first step to reading or to literacy, and sometimes the only opportunity of social interaction in a society still dominated by men. In these courses, through informal conversation, women of rural or urban origin discuss many subjects: birth control, children's education, relationship to husbands, consumers problems, best buying opportunities. They can be an initial step in women's adjustment to a new culture. Handicraft is an activity common to rural or urban culture, so libraries have to exploit this channel, when aiming at women's participation in the cultural life of the city.

Besides, the domestic production of goods is a means of budget increase in a country where informal economy accounts for 10-15% of the whole economy. Selling food in the streets, or crochet towels in open air creativity fairs, always contributes to an increase of income.

To the illiterate woman, at the library door, we can offer another device, television, and, as she has a need for information satisfied, to a certain extent, by the radio popular programs, she can become aware of the community information service and start to participate in the library extension activities.

The working woman, with her double journey of work does not have time to use the library during weekdays and in weekends she is kept busy with many tasks: shopping, house cleaning, cloth washing. Like men, she is more reachable during lunch time (one hour, as required by labor laws) through the bookmobile, parked close to her working place. Besides, books for leisure and information, the bookmobile should have a TV set with a collection of cassettes, selected according to the meaning of labor and education in the big city.

As time is another important factor in big cities, library opening hours have to be expanded in evenings and during weekends, not only

for the working adult and the working student, but also to include activities involving the whole family.

Men are somewhat more affected than women by the conflict originated from exposure to two different cultures with few common links. Violence, alcoholism, psychological problems and home abandon are reactions arising from his incapacity of adaptation to urban culture.

If you do not foresee a solution to a situation, as in this case, the most a library system can do is to identify the problem and to have it in mind while planning its service policy. However, it is worthwhile, to consider the attraction felt by rural migrants, earning from 1 to 2 mininum wages, to the various religious sects that are popping up in the outskirts of big cities (14).

Besides his natural religiosity, his need for roots and for moral support, the migrant finds in such sects, an enlarged family and, sometimes, even a job agency. Cults are participative, merry and close to the reality of the migrant's life. Reading material in these churches are printed in large letters and in a simple language.

Public libraries in big cities are not supposed to be conducted as salvation institution or to be leaded by sentimentalism. However, the public library, through information, is endeavored in giving people the opportunity to participate in a democratic society and community information service is not the sole activity aiming at this objective. Other means and corresponding strategies have to be tried.

Activities envolving rural cultural expressions in public libraries is a trend in some Latin America countries as it will be discussed in the Seminar.

Elderly people is another group deserving special attention in the big city, where life expectancy reaches 66.2% years of age. They account for 7.9% of the whole population, of which, 35.6% live alone, women twice as much as men (6). Most of the elderly people are retired, so the problem of trying to find free time for leisure does not exist. The reading of newspaper, the borrowing of magazines and books, and old age groups for discussion are good activities for this sector of the population.

With so many extension services for groups which would not spontaneously use the library for reading, the very old discussion in public librarianship involving its basic objective, reading, comes up again (15). Some librarians and politicians consider that cultural centers, houses of culture and art workshop centers, are the ideal places for all the extension activities usually carried out in libraries. Zaluaga (16) points out that popular libraries or cultural centers will replace public libraries in case the latter discountinue their extension activities or involvement with

lifelong education. In developing countries, these activities have to coexist with reading and information activities.

As far as reading is concerned, it was considered a priority in São Paulo, and 1200 library employees are undergoing a three day intensive training course so that each one of them may act as a reading mediator. Such need has been felt in the library services for students of different ages, specially children from low income families. School evasion and repetition rates reach a high level, increasing the number of functional illiterates.

Children have many difficulties at school (they learn how to write in a language which they really do not speak, neither do their parents, sometimes illiterates); the only-room home with TV or radio on is no help for homework; and, older children have to care for the younger when mothers are at work.

Nevertheless, students are compulsory users of libraries in cities deprived of school library systems. Ill-paid teachers, overburdened with work, are relying, more and more, on "research", the mere copy of a text by the students, as a teaching artifice. As children, come to the libraries to accomplish school homeworks, the educational responsibility of the staff is enormous, that is why continuous training is highly necessary.

From six years up, children tend to be the main library users, if libraries meet the interests. This is particularly true in developing countries, where the proportion of individuals under 20 varies from 36 to 60% of the whole population as it follows: (7).

Country	%
Uruguay	35.5
Cuba	43.0
Brazil	49.5
Mexico	55.7
Honduras	58.4

In São Paulo, the population up to 19, is 42% of the total population, of which: 26.63% from 5-9; 22.5% from 10-14 and 21.55% from 15-19 years of age. There are almost 3.000.000 potential users of library services aged 5-19, of which a high percentage comes from very low income families. The mentioned figure is, per se, an indication of a priority for library services.

The library is the place for cultural and social integration, as stated in Caracas, 1989 (17). This is specially valid for young adults; participation in the city life must be provoked and the use of community information services, encouraged. Bound to join the work force, they will find in the library, information and activities concerning "labor", starting with information on careers and job opportunities.

Through group activities, the young adult has an opportunity, as children do, of social integration. His need for information on human sexuality can be met by the library, initially, through very simple leaflets to be taken out, with a bibliography included.

Services for children should be a priority of public library systems in big cities. Fulfilling their interests and needs, helping the children of rural origin to overcome cultural barriers, and through them, reaching their families, is a task for a very well prepared library staff. From occasional users to lifelong users and readers, from city residents to citizens, there is a long way.

CONCLUSIONS

Some of the overwhelming social problems in developing countries, particularly in big cities, with a large population density, were pointed out in this paper. São Paulo may have its peculiarities, but does not differ from other big cities in the Region.

It is not the library that will change a social an economic condition. however, it must take part in the process. Tasks to be accomplished are enormous for a library system and its staff.

Librarians seldom live in the fifth outer ring, where they work, and it is hard to settle them in the branches located in this part of the city. Non professional staff usually live nearby their working places; thus, they identify themselves with the local population, and are a good channel of communication between the library and its users, real or potential.

Most of the time, in big cities, a library system, and its staff, overburdened by problems such as budget and all its implications, and lost in daily routines, leaves out research as a means of improving its performance as a social institution. Library services to the population who lives at the margin of society, and at the margin of the city, have to be the object of more and more research studies.

Many good projects for a joint action of LAC countries, in different areas of activities, were proposed in Caracas, in 1982 (10), but were never fully implemented. Seven years later, another Seminar in the same city ended up by creating the Public Library Association of Latin America and the Caribbean. The first meeting of the IFLA Section of LAC, with the presence of all its members, but one, together with the inauguration of the Regional Office, was held in São Paulo, in March, 1990. The IFLA/ALP program has been thoroughly discussed in São Paulo, Daccar and Bangcock. Besides the coordination of projects, ALP main task will be the promotion of research, particularly on public libraries, considered a priority in the three IFLA developing regions; mainly, public libraries in a socio-economic environment which prevents people

from using information and from participating in a democratic society. This explosion of efforts can only benefit the institution.

As an example of the need for research and information on public libraries in big cities, I will describe an experience we had with the bookmobile in a slum area. Studies on the population and its social conditions were thoroughly made. The city social workers, already accepted and trusted by the local population, made easy our way into the slum area. Permission granted, no harm came from residents, but the books were charged out and never returned. We decided to search for them. No adults were found at home, only children. They never answered to questions concerning the borrower, unknown at the given address. Nobody lived nowhere - lack of identity is a means of defense against a city where one feels unprotected. Lastly, we found out that books were not read, but sold by weight and the money used to buy food. Except this peculiar experience, the bookmobile was a well succeeded service.

In spite of the great problems a library system has to face, and despite the limitation to its influence on the city socio-cultural environment, it is still possible to accomplish some conquests, specially with children and women. Problems faced by the resident, or the citizen, concerning their rights and duties in relation to the city, can be responded by the community information services.

One may try to reach the marginal inhabitant through: a complete diagnosis of the social condition of the area to be attended; the cooperation with other city services and with local organizations; new approaches to services; pilot projects before the implementation of regular services and a strong belief that information is a means of participation in the urban cultural life.

The strength of this belief will make us, public libraries' addicts, accept failures, critically discuss our services, propose new means of action and above all accept challenges, such as the problems that developing countries are facing, not only in big cities, but also, in small towns.

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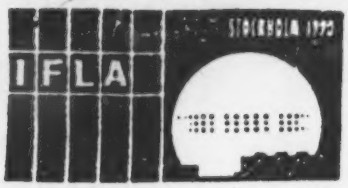

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Collection development in public libraries in developing countries.

by

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COLLECTION DEVELOPMENT IN PUBLIC LIBRARIES
IN DEVELOPING COUNTRIES.

INTRODUCTION.

In presenting this paper it is my intention to look at the practical aspects of collection development. The paper is based to some extent on experiences from the Bulawayo Municipal Library Service, one of the largest public library services in Zimbabwe, but will also relate to the national library scene and to public library situations in other developing countries.

To serve as a brief introduction, Zimbabwe is situated in southern Africa, and neighbouring states are Zambia, Mozambique, Botswana and South Africa. Zimbabwe attained independence in 1980 and is now a republic with an executive president as head of state and government. The total population is close to 10 million, of which 80% live in rural areas, with an ethnic distribution of Shona 77%, Ndebele 18% and others 5%.

Bulawayo is the second largest city in Zimbabwe with an estimated population of 600 000 and is situated in the south western part of the country in the province of Matabeleland; it has a wide range of industries and a large technical college; the country's second university is being planned and building will commence in Bulawayo next year.

The Bulawayo Municipal Library Service, BMLS, is financed and administered by the city council and falls under the auspices of the department of housing and community services. The library service aims primarily at the city's high density areas which are developing fast to absorb the migration from the country into the city.

The present structure comprises seven modern libraries in a perimeter of 45 kilometres; two more libraries are in the planning stage and will be built when municipal finance is available.

Although the problems in to-day's emerging public libraries are many and complex, they are shared by most librarians in developing countries. Keeping within the framework of the sub-headings suggested under collection development, we shall be looking at the following which all seem to be problem areas:-

Shortage of foreign currency.
Import taxation on books.
Indigenous publishing: government attitude.
Proportions of local and imported material in libraries.
Library promotion of indigenous literature.

SHORTAGE OF FOREIGN CURRENCY.

The book collection is the life-line of any public library and should be well maintained even under the most difficult circumstances, such as librarians are experiencing in Zimbabwe at present.

In a situation where the whole country is caught in serious shortages of foreign currency importation of goods narrows down to essential commodities. Every librarian is aware that library books/material are not likely to be classed as priorities in competition with neccessities such as food, clothing and medicine or with the area of export incentives.

Few public libraries are direct importers in Zimbabwe, and most services deal with booksellers. In the case of BMLS its policy is to spread book orders over several firms for the benefit of the trade, and special public library discounts have been negotiated through the booksellers' association i.e. 15% on imported and 10% on local books.

Unfortunately, several emerging booksellers with reasonable currency allocations, are reluctant to offer these discounts and generally their mark-ups push prices beyond acceptable levels. In addition, older established firms change through mergers and take-overs as in the rest of the world, and libraries are looking at a whole new range of suppliers.

The procedure of book ordering is also changing in Zimbabwe. Under the present system all orders have to be vetted by a book approval committee

which comes under the ministry of education and meets only twice a year. Booksellers, librarians and other educationalists are represented on this committee but, although orders may be approved at this stage, currency has to be allocated and licences issued by another ministry, until recently ministry of trade and commerce. Excessive bureaucracy tends to delay orders from 18 months to 3 years, and the new ministry of industry and commerce has recognized the adverse effect of this on production and business; this ministry is in the process of streamlining the foreign allocation system - it is hoped to the benefit of all concerned.

The process of dwindling book stocks is usually a gradual one; shelves in bookshops empty over a period, and booksellers are forced to reduce library orders, at first by 25%, then 50% and onwards until total rejection.

So it is important to accept realities at an early stage and not waste time in submitting orders which cannot be fulfilled.
BMLS started to look for alternatives as to the upkeep and continuous development of its collections as soon as it was realized, that general reading was last in line for currency allocations.

Good Housekeeping. This is seen as the first alternative which should be obvious in any library administration; but when new books are near impossible to obtain present holdings become precious, and maintenance has to be stepped up.

As a result, overdue books are carefully monitored and retrieved as soon as possible. Repair units are functioning in each library, in spite of shortages of materials from glue to plastic and sellotape; thousands of books are repaired before their condition deteriorate further, and the latest annual figures indicate that 35 000 books were dealt with by library repair units. It should perhaps be mentioned that there are no bookbinders as such in Bulawayo, and the library service has always had to rely on self-help. In addition, all the many paperback editions acquired such as ELBS books and local books as well as popular fiction, are re-inforced before going into circulation.

Big cleaning exercises take place regularly, where books are washed in detergents for a new look and better appeal. The overall benefit to

books and readers is considerable, and the number of withdrawals decline.

Local Publications. The second alternative is the area of local books which will be discussed more fully later. Suffice it to say that everything, which is suitable public library material in content, is acquired in multiple copies and made available in all seven libraries. Repeat orders are placed frequently as the books are exceedingly popular with the majority of readers.

Donations. These are seen as the third alternative and mentioned last, because books donated to the library service for a number of reasons, can be a frustrating element in collection development. In priciple, donations are accepted with good grace on the assumption that something useful will be retrieved.

Often this is not the case, and in practice BMLS has,in later years and at the risk of offending donors, classified requests for donations and specified categories and types of books which will give maximum benefit to the readers. Children's books are found to be the safest, as long as the print is clear and the illustrations good. Adult material can be problematic; donated non-fiction and textbooks are often outdated, and fiction usually contains books which have been thrown out of other libraries.

Furthermore, the taxation on outside donations makes it essential to impose certain standards on donor agencies; donations become a specialized field in our circumstances and books are selected with the same care as purchases.

Having said this we are, nevertheless, extremely grateful to several donor organizations which recognize our difficulties and have presented BMLS with many valuable books. Ideally, libraries should be able to pre-select donated material, and in this connection I would like to mention two organizations operating in English speaking countries: The Ranfurly Library Service and the British Council. The Ranfurly Service collects new and used books from schools and libraries in England and ships them out to needy libraries in developing countries; librarians are welcome to come to headquarters in London to select their own shipments assisted by a professional team of librarians there.

The British Council also has a policy of pre-selection and supplies order lists to be completed by recipients before presentations are made. In this manner many valuable donations are received worldwide.

Lastly, BMLS has had the advantage of participating in a twinning arrangement between Aberdeen and Bulawayo; at our request Aberdeen city librarians selected suitable used books for the Bulawayo libraries on a professional basis, an idea which worked extremely well and may be taken up elsewhere. City twinnings between developing and developed countries are fairly common and usually work well, and book projects are less complicated than supplies of engines and tools.

IMPORT TAXATION ON BOOKS.

Taxation is a fact which cannot be avoided. In Zimbabwe a surcharge of 20% is payable on all imported goods in accordance with government regulations.

When libraries receive printed material from abroad, the surcharge has to be met as well as a 12½% sales tax which would have been payable to booksellers, if the books had been purchased locally. As mentioned earlier on few libraries are importers, but frequently receive catalogues, periodicals and books as donations which are taxed at a total rate of 32½% of the cif value. If there are no documents accompanying consignments showing value and freight charges, customs make their own assessment. The cost of material sent free of charge to Zimbabwean libraries can be imagined.

Negotiations with relevant ministries and customs for exemption from taxes have been long and arduous, but fruitless; if the recipients are non-governmental institutions no exemptions are granted.
At times beneficiaries cannot afford to clear their goods, which are then returned to sender or end up at the customs large rummage sales.

BMLS has not yet had to resort to this procedure, but we have on occasions been compelled to refuse donations before despatch from overseas, as costs could not be calculated beforehand and could prove prohibitive. One common error made by donors is to value second-hand

books too highly in their own hard currency, which increases the tax payable unnecessarily.

Taxation also affects books purchased through booksellers adversely; the same percentage is included in the price as well as the booksellers' mark-up, and at the moment librarians multiply the English book price by seven to estimate the cost to a library in Zimbabwe. Considering the falling value of the Zimbabwean dollar the situation can only worsen, and imported material will soon be beyond the reach of most public libraries in the country.

The problems arising from this rigid system of taxation are much regretted by librarians, but nothing can be done to improve matters in the foreseeable future.

INDIGENOUS PUBLISHING: GOVERNMENT'S ATTITUDE.

In Zimbabwe government has encouraged the publishing of indigenous literature for many years. As early as 1953 the Literature Bureau was created, which functioned as an independent body for the next ten years but received government aid in the form of grants.

The Bureau's main function was to assess manuscripts which, if accepted as well written and of some market value, were passed on to commercial publishers. Another, equally important function was to encourage and help aspiring authors in their writing, and seminars, workshops and competitions were organized for this purpose.

It has to be remembered that, prior to the existence of the Bureau, there was almost total lack of books in local languages, except for church publications including Bible translations, dictionaries and grammars.

In 1963 the Bureau was taken over by the ministry of education and is still part of this ministry, now education and culture. Its role continued in much the same way with the overall aim of making local literature available to the general public, including new literates.
Over the years the Bureau has promoted some 4oo titles; of these 13o are Shona and 8o Ndebele; the remainder comprises story books, poetry, plays, short stories, a few children's comics, language studies, homecraft and cultural and instructional material. About 4o of the Bureau's promoted publications are in English on a variety of subjects,

and some titles appear in all three languages.

The only works actually published by the Bureau are children's comics, which are recommended as supplementary reading in schools. All other accepted material is still forwarded to commercial publishers, which pay the writers 10% royalties; the Bureau only pays a fee and this has sparked off dissatisfaction among the writers concerned.

Book Fairs. A series of international book fairs have been sponsored by government in the 1980's in conjunction with publishers, and a full range of Zimbabwean literature has been exhibited here. The fairs attracted several outside exhibitors, but the lack of foreign currency hampered any conclusive deals. Cultural workshops were attached to the fairs and well known authors from West and East Africa attended together with Zimbabwean writers. In 1987 the theme of the fair was "Writing and publishing for children in the third world and Africa" - an area which has yet to be developed.

In recent years government support has been firmly directed towards school material, which is understable in a new nation committed to a policy of free education. All primary school books are published locally, and more and more secondary textbooks are also produced in the country, some under licence from overseas publishers.

As a result creative writing is suffering including public library material. Writers often have to depend on commercial values or the formal school system for survival, and this trend gives cause for concern.

PROPORTIONS OF LOCAL AND IMPORTED MATERIAL IN LIBRARIES.

Because of the limited number of books published in developing countries, imported material tends to outnumber local books in any sizeable public library which is serving a fairly literate clientele.

Another reason is the superior quality in presentation and durability of imported books. This is especially applicable in children's libraries, where clear print and good illustrations are important.
Most local books are produced in soft bindings and poor paper quality, often just newsprint stapled together, and illustrations are few and rarely in full colour, at best in two tone colours.

Public libraries will have to estimate the costs involved in buying these books in multiple copies and strengthening the bindings.

In spite of these disadvantages, locally produced books should be given preference in public libraries at any time, content and accessibility being the determining factors.
The contents of local books appeal to the majority of readers; in the case of indigenous writing the reasons are obvious; languages and cultural settings are familiar and readers can relate to the books and enjoy the stories; new literates which are an important and sometimes neglected group, prefer to read in the vernacular and manage better, as all literacy classes start off in vernaculars.
Local literature also contains a whole genre of traditional and contemporary writings, which are valuable in any public library collection.

Special care should be taken not to superimpose foreign writings, as such books will only gather dust. Unfortunately this happens often in the efforts of building up stocks in emerging libraries on the false assumption that "any book is better than none". I have seen many drab and unsuitable collections on a few shelves in a corner as a false start to a library, which never took off - and worse still gave the wrong image of public libraries.

Not all locally produced books are indigenous material. Publishers offer a range of essential textbooks on subjects such as history, law, geography, agriculture, business studies and home economics, popular study areas in Zimbabwe. A number of good reference books are also published with local contents e.g. encyclopedias, dictionaries, atlases, biographies, yearbooks. Most of these factual and educational local books are indispensable in public libraries and should be included in collections, although prices are usually high.

LIBRARY PROMOTION OF INDIGENOUS LITERATURE AND PUBLISHING.

Library promotion of local writing and publishing is as yet sadly underdeveloped in Zimbabwe. The main difficulty is that public library services are relatively few and not sufficiently co-ordinated to be consistent in their policies of collection development.

At present it is not possible to motivate publishers through public library demands for certain categories of books. It is also a question of costs, as the smaller library services cannot afford to purchase the quantities required to justify publication of popular reading. Publishers main profit lies with the schools and libraries are of secondary importance.

A real break-through will, therefore, have to be a combination of efforts by libraries, writers and readers. In 1984 the Zimbabwean Union of Writers was formed and has a membership of some 2oo, but apart from the occasional library contacts with the Union there have been no major developments. In Matabeleland there are only about 2o members and the branch has little financial backing. Publishers generally commission authors to write on subjects and themes which are judged as popular and envisaged as good sellers. Although this is sound commercial procedure and produces some good works from established authors, it does not promote creative writing from new and aspiring writers.

The one neglected area both in writing and publishing is that of children's literature; there are few writers of any repute of children's books; mostly writing for children is considered inferior, and there is little understanding of it being a specialized task. Lately, some attractive but not very substantial books have been published, but most of these are not produced by indigenous writers or illustrators. However, several outside donors have shown interest in promoting children's literature in Zimbabwe and in Africa in general.

In contrast the oral children's literature is rich and varied; stories as grandmother told them are still popular with modern children, and BMLS has been able to promote and preserve some of these traditional tales on tape. Weekly story-telling sessions also draw crowds of more than 2oo children at the time, but the story-teller is very old and it is hoped to print the best of the stories in bookform, making them available to as many children as possible.

Lastly, library promotion should include works in vernaculars and in official languages as well for a wider appeal and marketing.

A country's indigenous literature can only reach a larger readership, both at home and in other countries, if it is written in or translated into one of the main languages. A good example of this is the African Writers' series published by Heinemann, and in some countries under licence, which contain works by many fine west and east african authors. These books have served as incentives for writers in other parts of the continent and have been enjoyed by large numbers of readers throughout the english-speaking world.

CONCLUSION.

I hope that the points made have had some bearing on public library situations in other parts of the developing world and will encourage discussions on similar or different problems.

Generally, it is of great concern that public library material is becoming increasingly difficult to obtain, certainly in many parts of Africa. It is my feeling that many librarians will endorse this, having to function within ailing economies and financial constraints and to contend with the low status given to public libraries in many emerging countries.

However, the people's response to public library facilities, where they have been established, has been overwhelming and the potential is enormous. Herein lies the future of public libraries in the developing world.

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LITERACY CAMPAIGNS IN WEST AFRICA

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LITERACY CAMPAIGNS IN WEST AFRICA

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A B S T R A C T

The paper sketches literacy campaign efforts in West Africa with particular reference to Ghana and Nigeria. It identifies the agencies which are involved in the campaign. The role of public libraries is examined. The paper expresses the view that literacy campaigns have not been successful, nor their gains (if any) sustained because post literacy facilities and services have been neglected. Finally, a few suggestions have been advanced to serve as a basis for debate.

The June/July, 1990 issue of Reading Today, Vol. 7, No. 6 carried the following report on literacy campaign in Alabama, U.S.A.:

> "A bright blue van filled with reading materials and staffed with a teacher and a child care worker is helping Alabama's rural non readers become literate ..."
>
> The campaign "concentrates on rural women, who wanted help but who had great difficulty getting literacy centers ..."
>
> "The literacy van makes bi-monthly 1½ hours visits to its students, who usually make tremendous progress."

Can you imagine how envious and sad I was after reading this report? Envious because I wished such a programme were being carried out in Africa, where, I think, it rightly belongs. I was sad because if the USA with its negligible illiterate population has found it necessary to carry out such a remarkable literacy programme then why is it conspicuously absent from most of Africa where 60% of its population is illiterate?

UNESCO[1] says there are 162 million adult illiterates in Africa. Ghana has 5.6 million adult illiterates out of a population of 14 million. 83% of Benin's population is illiterate, so is 90% of Senegal's, 80% of Cote d' Ivoire's, 88% of Togo's, 70% of Nigeria's and 91.2% of Burkina Faso's.

In some cases, like Nigeria where the actual population is unknown, these statistics are mere estimates, hiding the seriousness of the illiteracy problem.

The interesting thing is that everybody seems to know why there is such a high adult illiteracy rate in Africa - the school drop out rate, the badly financed and managed school system, poverty, the debt burden, extravagant population growth, mismanagement of available resources, low commodity prices, political instability, etc.

Dieter Bertschaer[2] in his article "Reaching the silent billion" clearly identifies these problems. In his address at Jomtien, Thailand on 5 March, 1990 at the opening of the World Conference on Education for All, the Director-General of UNESCO also vividly talked about these issues. At another forum the Director-General boldly claimed that "we know how to combat illiteracy".[3]

This therefore leaves this paper free to examine how literacy campaigns are being waged, especially in West Africa.

Before proceeding further, let it be said that West African Governments and opinion leaders are not unaware of the fact that "Literacy is the vehicle of education".[4] At least every now and then, they pay lip service to this fact. Most of them are equally aware of the disabilities of illiteracy which make it difficult for an illiterate to understand and apply new and simple methods in health care, nutrition and sanitation. Leaders and policy makers in West Africa are not ignorant of the fact that if you educate a man you educate an individual but if you educate a woman you educate a nation. If all this awareness is said to be there why aren't simple but basic adult literacy services, like the one provided in Alabama, made available to the people? What concrete efforts have been made to tackle the problem of illiteracy especially women illiteracy?

The fact of the case is that some attempts have certainly been made. Unfortunately most of them have been made half-heartedly and lacked commitment and direction, and have therefore ended up, in most cases, in failure and frustration. The search light of this paper is directed on Nigeria and Ghana because these two countries appear to be the most active in the field of literacy campaign in West Africa.

NIGERIA

The first mass literacy campaign in Nigeria was launched in 1946. It was repeated in 1982. Regrettably all these campaigns were aborted. This has forced Michael Omolewa[5] to remark that Nigeria has laboured in vain to combat the problem of illiteracy. Thus the nation continues to groan under the uncomfortable weight of illiterate adults whose performance could have been improved by the acquisition of literacy skills. More than 70% of Nigeria's population of 103 million people are illiterates. The illiteracy rate for Northern Nigeria is much much higher.

Successive Governments since Independence have made some attempts to combat the problem of illiteracy but these efforts have, at best, been uncoordinated, spasmodic and unplanned. Before the launching of the International Literacy Year by UNESCO in early 1990, much of the literacy campaigns have been carried out by voluntary and non-governmental organisations. The efforts of these groups have been limited by insufficient funds, personnel and inability to sustain large-scale efforts. The result is that not much in road has been made into the problem of illiteracy.

Some of the NGOS are the Baptist Convention, the Nigeria Union of Teachers, and the Nigerian National Council for Adult Education. The Baptist Convention admits that it has done its best but its best is not good enough. "You cannot blame us" says the Baptist "the work is much and the resources limited. Given the pace with which we now move, illiteracy may remain with us in Nigeria till eternity. God forbid!" [6]

The Nigeria Union of Teachers entered the campaign in 1937. Now the Union has confessed that it is not up to the task of eradicating illiteracy in Nigeria. Once upon a time, the Union dreamt of a literate and socially rejuvenated Nigeria. "But now we know that the job is not an easy one." [7]

The Nigerian National Council for Adult Education was founded in 1971 by Prof. E.A. Tugbiyele. "The Council set lofty aims for itself but those aims have since proved too ambitious." [8]

GHANA

In Ghana not much success has been achieved since the great success achieved by the Mass Adult Education Campaign carried out by the Nkrumah Government in the 1950s and early 1960s. So successful was this campaign that the illiteracy rate of Ghana was said to have reduced to 46%. This remarkable achievement could not be sustained because post literacy services and facilities were not provided for the new literates. The inevitable result was that most of them relapsed into illiteracy. By 1970 therefore the adult illiteracy rate jumped to 70%.

Successive Governments after the fall of the Nkrumah Government in 1966, have not paid much attention to the problem of illiteracy. So, for a long time only voluntary and non-governmental organisations have tried to confront the problem. Again these organisations have not achieved much because they are not only short of funds but they do not also work with any concerted effort or strategy.

When every hope seemed to have been lost the ERP came to the rescue of the literacy programme in Ghana. For the past two years the Government of Ghana has taken far reaching measures to redress the problem of illiteracy. The revitalisation of the programme is being done in the context of the country's ERP. Since 1983, the Government has pursued series of structural adjustment programmes in

order to improve the economic situation of the country. Under this programme financial assistance is obtained from bilaterial and multilateral International donors like the IMF and the World Bank to reactivate the shattered economy of Ghana.

Under the ERP the Government will, for the next five years, invest ₵4,025 million ($12 million) and a foreign component of $17 million in the literacy programme. In order to give direction to the campaign a special Department, the Non-Formal Education Division, has been created within the Ministry of Education to implement and harmonise Government policy on the campaign. According to the Co-ordinator of the Non-Formal Education Division (NFED) 560,000 literates will be trained annually. NFED also intends to supply inputs such as "paid" volunteers and facilitators, lanterns (where there is no electricity), pre-set radious, reading materials and audio-visuals.

The Government's commendable efforts have been reinforced by UNESCO's declaration of 1990 as the International Literacy Year. In the wake of these encouraging developments voluntary and non-governmental organisations have also come in to help the Government. Some of these organisations are UNESCO, British Overseas Development Agency (ODA), the Canadian Organisation for Development through Education (CODE), the Committee for the Defence of the Revolution (CDR), National Mobilisation Programme (NMP), the National Service Secretariat (NSS), Ghana National Commission on Children (GNCC), National Council on Women and Development (NCWD), the 31st December Women's Movement and Ghana Institute of Linguistics Literacy and Bible Translation.

It is a good thing that the Government and non-Governmental Organisations in Ghana have accepted the challenge of UNESCO's call to action to eradicate illiteracy. The only thing left to be done is for a national body to be formed to co-ordinate and give direction to the campaign. It is also necessary that the campaign should cater for Post-Literacy needs of the new-literates, otherwise the on-going campaign will, like its predecessors, fail.

THE ROLE OF PUBLIC LIBRARIES

Public libraries in West Africa have not, because of their constraints, participated actively in the current literacy campaign. In the past those in Southern Nigeria, Ghana, Sierra-Leone and the Gambia made some contributions. For instance they used their outreach services like the mobile libraries and book-boxes to support literacy campaigns. Now the situation has changed and public libraries in West Africa cannot even cater for their literate readers, let alone the graduates of the adult literacy programmes. In Chad there are 285 people for every public library book; in Cote d'Ivoire 424 people struggle to use one book, in Ghana there are 12.5 people for a library book, and in Nigeria 204 people use one public library book. These statistics show that there is a dearth of reading materials even in the urban areas where most of the public libraries are located.

Because of lack of resources, inadequate book supply, and the inability of Public libraries to be creative many of these libraries have given up the effort of even trying to maintain the semblance of library services. In fact, many libraries have not seen new books for years. In Ghana, Nigeria, and to some extent the Gambia and Sierra Leone, the only way to acquire new books is through the British Council Book Re-Sale Scheme. Through the scheme British Council sells used British books and receive payment in the local currencies. Occasionally the Ranfurly Library Service also donate books to public libraries in Anglophone West Africa.

The book supply situation in the public libraries is made worse by the poor book production situation. On the whole the book production industry in West Africa could be said to be in its infancy. Only Nigeria appears to be making a headway in this area. But even there the industry is not virile enough to satisfy the book needs of public libraries. Publishing houses in West Africa do not produce the type of books which new literates need.

It is evident that public libraries in West Africa, in their present state, will find it extremely difficult to make any meaningful contribution to the International Literacy Year. Something drastic need to be done to rescue them.

SUGGESTIONS

Past literacy campaigns did not succeed in achieving their objectives nor were they able to sustain their gains. In many cases their products relapsed into illiteracy. Despite past campaigns illiteracy has been on the increase. What can be done then? The following suggestions are being made for strengthening the literacy campaign in West Africa.

1. Literacy Campaigns should emphasize functional literacy with greater attention being paid to women adult illiterates.
2. Child illiteracy should also be tackled vigorously and persistently. After all the child illiterate is the father or mother of the adult illiterate. For, it is the thousands of child illiterates who grow into adult illiterates.
3. More literacy tutors and facilitators should be trained. They should also be exposed to the use of libraries. This way they will not only learn more themselves but will also set a good example for their students.
4. Public libraries should be reasonably well equipped and funded to offer outreach post-literacy services to the new literates.
5. International donors and NGOS should insist that at least a third of their inputs goes into providing post-literacy services and facilities.

6. There should be a national coordinating body in every country to coordinate and give direction to campaign policies and efforts.

7. More literacy campaign inputs - lanterns (where there is no electricity), teaching and learning aids, instructional materials, radio-sets, local language rural newspapers, and primers should be made available. Primers and other suitable reading materials can be prepared at special writers' workshops. These reading materials should then be mass-produced and sold to libraries and adult education students at subsidized affordable prices.

8. Countries in the West African Sub-region should take a fresh and closer look at literacy campaign strategies adopted in Tanzania and Cuba. These two countries appear to have, at least in theory, very effective and result oriented programmes.

9. A sub-regional conference for West African adult educators and policy makers should be organised to review past and present campaign strategies with a view to improving upon them. This is an area where IFLA and UNESCO can help.

10. Again IFLA/UNESCO and International NGOS should team up with West Africa Governments to establish pilot Rural Adult Literacy Libraries or Resource Centres. The idea is to test new concepts which the sub-regional conference will come up with, and if found workable replicated in other parts on a large scale.

11. But what the sub-region needs most is political stability. Political upheavals, like coups and civil wars, can destroy in a day what it has taken years of toil and effort to build up. The civil wars in Liberia, Chad and Nigeria have clearly demonstrated this.

CONCLUSION

Literacy campaigns in West Africa date back to the colonial days. Most of these campaigns have been carried out by national Governments, voluntary and non-Governmental Organisations. In most cases they have operated independently without coordinating their efforts. The failure rate of these campaigns has, therefore, been very high. New graduates usually relapsed into illiteracy because of lack of post-literacy facilities and services. New literates are often left without suitable reading materials. There are very few public libraries. And where they exist, mainly in the urban areas, they are usually poorly stocked and funded. Adult educators and policy makers will achieve a more lasting result if they can establish community libraries or resource centres where suitable and adequate reading materials and audio-visuals could be stored for new literates.

Finally, it must be realised that it is no longer enough just to teach a person to read write and handle simple figures. The emphasis should be shifted to the provision of functional literacy so that the individual so trained can "engage in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him to continue to use reading, writing and calculation for his own and the community's development."[9]

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Bibliothèques a deux portes ou la Bibliothèque scolaire et ses relations avec la Bibliothèque publique

par

Rémi Sagna

Directeur des Arts, des Lettres et des Bibliothèques

For internal use only:

Meeting No: 15 August 1990

SI: yes/no

L'originalité de l'expérience des "bibliothèques à deux portes" très peu connues dans les réalisations africaines, constitue pour les pays en développement, les pays africains et le Sénégal, en particulier, un exemple riche de multiples enseignements et avantages, dans la volonté de plus en plus marquée de développer la lecture, facteur incontournable au développement économique, social et culturel.

En guise de rappel, il nous semble important de souligner que d'une manière générale, le contexte africain est caractérisé comme on le sait par:

- des cultures qui se sont essentiellement prepétuées à travers les âges par la tradition orale. Cependant, grâce à un certain nombre d'études réalisées, nous savons qu'il a existé au XVe siècle des formes d'écritures dont les plus connues sont le syllabaire Vai de Sierra Léone et du Libéria, l'alphabet Bamoun du Cameroun, etc.;

- une grave situation d'analphabétisme, car on estime seulement à 30% la population qui sait lire et écrire. Ce fléau concerne l'immense majorité des populations rurales (70-75 %), auxquelles il faut ajouter les exclus des systèmes scolaires, appelés pudiquement déperditions scolaires. Bref, un fléau qui concerne plusieurs millions de personnes;

- une édition encore balbutiante caractérisée par la faiblesse de infrastructures éditoriales et des moyens financiers des maisons d'édition, malgré les efforts financiers consentis par les pouvoirs publies et les organismes de coopération culturelle, scientifique et technique, et la mise en oeuvre d'expériences privées originales, et qui explique l'insuffisance quantitative et qualitative de la production, le livre scolaire apparaît comme le seul aspect rentable financièrement, parce que posant moins de difficultés au niveau de la distribution, l'obligation d'achat aidant...;

- le fait que livre ne constitue pas un véritable produit de consommation de première nécessité, en raison de sa chereté due a l'exiguïté du marché local, né de la faiblesse du pouvoir d'achat des familles. Les droits de douanes élevés sur les produits intervenants dans la fabrication du livre explique le coût du livre. De ce fait, la priorité est donnée par les familles à revenus modestes aux manuels scolaires des programmes officiels de l'Education nationale. Ceci bien entendu pousse les élèves à se rabattre sur les bibliothèques publiques, lorsqu'elles existent...;

- le livre constitue encore l'outil essentiel d'accès au savoir et de diffusion de la connaissance un instrument de préservation et d'illustration du patrimoine culturel et d'expression de créativité.

Ce contexte fait qu'en Afrique, plusieurs facteurs se conjuguent pour faire de la bibliothèque publique un complément de la bibliothèque scolaire, et vice-versa, mais aussi un outil d'ouverture à des horizons beaucoup moins "studieux", pour les raisons suivantes:

- la plus importante partie de la population lisante est constituée d'enfants et d'adolescents scolarisés;

- c'est pendant l'enfance que les gens acquièrent les rudiments, la technique, la maîtrise, l'habitude et le réflexe de la lecture;

- les bibliothécaires, animateurs culturels et promoteurs de la lecture peuvent être impliqués ainsi que les enseignants et les éducateurs dans des actions visant à permettre aux enfants un accès plus aisé à la lecture et un passage plus simple de la lecture enfantine à la lecture adulte et à des livres plus difficiles;

- la bibliothèque publique est également un instrument d'éducation et de formation, comme le stipule le manifesto de l'Unesco sur la bibliothèque publique.

Ainsi, il apparaît, véritablement que le concept de "bibliothèque à deux portes", vu sous l'angle de la complémentarité pourrait s'épanouir en Afrique, où les moyens modestes de nos pays interpelés par des défis plus urgents les que les autres, ne devraient pas favoriser la création d'entités séparées, afin d'aboutir chez les jeunes à ce que "lire ne soit plus considéré comme une corvée dont ils se passeraient bien, pour être découverte et passion".

LES BIBLIOTHEQUES SCOLAIRES DANS LA POLITIQUE DU DEVELOPPEMENT DE LA LECTURE: LE CAS DU SENEGAL

La lecture publique est organisé par deux décrets créant l'un la Direction des Bibliothèques publiques -au fil des restructurations, il a été finalement créé une Direction des Arts, des Lettres et des Bibliothèques - l'autre, un réseau national de lecture publique couvrant les différents échelons du découpage administratif et territorial du pays (régions, départements, arrondissements, communes et villages).

La mission dévolue à ce réseau consiste à:

- contribuer à l'éducation permanente des collectivités locales et mettre à la disposition des lecture de tous âges et de toutes catégories socio-professionnelles, l'ensemble des livres et autres documents susceptibles de satisfaire leurs besoins de loisirs, d'information, d'étude et de culture;

- apporter une assistance matérielle et technique, ainsi qu'un suivi technique, aux autres catégories de bibliothèques spécialisées, d'étude, etc).

Ainsi, sous la houlette de Ministère de la Culture et de la Communication et malgré les difficultés du contexte précédemment décrit auxquelles on peut ajouter:

- la modestie des moyens matériels et financiers face aux immenses besoins - tant en milieu rural qu'en milieu urbain: qui conduit à faire de plus en plus appel à l'aide bilatérale at multilatérale;

- l'insuffisance du personnel aux différents niveaux d'exécution, de coordination et de suivi;

- le niveau moyen de qualification du personnel;

- l'inadéquation des infrastructures et des structures administratives;

- la timidité de la participation des collectivités locales, le Sénégal a pu asseoir une politique cohérente et un réseau de bibliothèques publiques qui couvre les chefs lieux de région et qui commence à s'étendre aux départements, arrondissements et villages. Cela grâce à ses moyens propres mais avec le solution de la Coopération.

Pour ce qui concerne les bibliothèques scolaires aucun texte définissant de façon précise une politique en la matière n'a ni été promulgué par le Ministère de l'Education nationale, ni organisé par un décret particulier entraînant une obligation de création de bibliothèques scolaires par le Ministère de l'Education nationale.

Cependant, il existe des embryons de bibliothèques scolaires créées dans certains établissements scolaires à l'initiative de proviseurs, professeurs ou responsables de foyers scolaires, conscients que l'inexistence des outils pédagogiques et didactiques que sont le bibliothèques scolaires peut contribuer à un abaissement du niveau de formation scolaire et à moyen terme à une importante déperdition scolaire, à l'illettrisme, etc.

Ces tentatives de rééquilibrage de l'enseignement et de la formation ont abouti pendant une longue période à l'existence de structures dynamiques et efficaces, mais qui se sont progressivement dégradées parce que fonctionnant sans budget, sans personnel et se son souvent réduites à l'état de dépôts de livres scolaires, désertés et ignorés par les élèves.

Dans l'enseignement privé confessionnel, la tendance actuellement la création de centres de documentation et d'information (CDI) ou de centres ressources d'information (CRI) bien organisés, dotés de budgets et de personnels qualifiés. Bien entendu ceci contribue à creuser la différence des résultats entre l'enseignement privé et l'enseignement public.

RAPPORT ENTRE LE RESEAU DE BIBLIOTHEQUES PUBLIQUES ET LA BIBLIOTHEQUES SCOLAIRES

Les principaux usagers des bibliothèques publiques sont bien entendu, les scolaires et les enseignants, qui pour les besoins d'exposé, la préparation d'un examen ou d'un cours,ou tout simplement pour le loisir -qui apparaît comme une attente secondaire- font appel aux services de la bibliothèque publique -malgré leur relative pauvreté générale au niveau des fonds.

La conscience que la bibliothèque en général et la bibliothèque scolaire en particulier, constitue un outil indispensable au

développement de l'enfant el de l'adolescent a conduit le Conseil interministériel de 1980 sur la lecture publique à décider de l'organisation par les différentes structures concernées de stages de formation accélérée pour les besoins du réseau des bibliothèques scolaires et du réseau national de bibliothèques de lecture publique.

Un séminaire animé par la Direction des Bibliothèques publiques sur le thème des bibliothèques scolaires a été organisé en 1988 et a estimé dans ses conclusions qu'à l'âge scolaire, l'école et la bibliothèque poursuivent le même but d'éducation des enfants, de relèvement de leur niveau intellectuel et d'ouverture de leur esprit.

C'est pourquoi les bibliothèques publiques mettent à la disposition des scolaires outre des livres d'intérêt général, des ouvrages au programme, ainsi que des livres scolaires, ou des livres aux programmes scolaires surtout en milieu rural.

C'est fort de toutes ces considération qu'il nous apparait indispensable d'envisager, lorsque les moyens sont réduits, une meilleure intégration des services de la bibliothèque de lecture publique à ceux qu'offre la bibliothèque scolaire, pour une action plus efficiente.

AVANTAGES ET DIFFICULTES D'UN RESEAU DE BIBLIOTHEQUES A DEUX PORTES

La formule des bibliothèques à deux portes présenterait, à notre humble avis, divers avantages parmi lesquels on pourrait citer:

- une utilisation plus rationnelle des modestes moyens existants qui favoriserait un service plus important, tant au plan quantitatif qu'au plan quantitatif (importance et diversités des fonds, activités d'animation, meilleure utilisation des personnes ressources, etc.);

- une plus grande ouverture du monde scolaire à la vie à des horizons nouveaux qui donnerait aux jeunes des moyens d'aborder l'avenir en créant un lien entre le livre et le monde extérieur, pour aider davantage et promouvoir la création de nouvelles générations d'adultes capables de mieux comprendre les situations sociales, économiques, culturelles et techniques de monde d'aujourd'oui;

- une culture du goût de la lecture, pour aboutir à ne plus considérer la lecture hors manuels scolaires comme une perte de temps;

- la création du besoin de l'information par diverses sources (livres, périodiques, journaux, etc.), qui devrait conduire à sa systématisation et son utilisation concrète;

- un cadre et un véritable moyen d'interactions culturelles permettant de ne pas créer de barrière entre la connaissance et les diverses expériences culturelles et artistiques;

- judicieuse intégration des fonctions divertissement, loisir, culture et information, permettant d'abattre le cloisonnement lecture utilitaire et lecture de loisir;

- résolution en partie du problème de manque de personnel et de structures (bibliothèques publiques et bibliothèques scolaires);

- développement d'une animation plus cohérente autour et pour la promotion du livre et de la lecture, grâce à la collaboration qui s'instaurerait entre bliothécaires, animateurs culturels, enseignants, personnes ressources, écrivains, illustrateurs, détenteurs de la tradition orale, etc;

- développement d'une collaboration plus étroite entre les institutions scolaires et culturelles;

- enracinement de l'enfant dans ses valeurs de culture par le contact avec la tradition orale et les techniques traditionnelles d'animation dont la diffusion et la promotion sont de plus prises en compte par nos bibliothèques publiques, pour contribuer à favoriser une synergie entre les modes d'expression de nos valeurs traditionnelles et les valeurs modernes de communication;

- développement de types nouveaux de relations entre adultes et jeunes où les premiers pourraient mettre au service des seconds, à travers certaines activités (heures de lecture et du centre, rencontre avec des auteurs, tables-rondes, veillées historiques, etc) les acquis de leurs diverses expériences, favorisant ainsi la résorbtion du fossé entre générations différentes;

- lieux de rencontres multidisciplinaires pouvant favoriser lutte contre l'analphabétisme (diffusion de livres journaux, revues recueils en langues nationales ou bilingues), l'illettrisme, la promotion d'un environnement sain, de la femme, des cultures locales, et surtout en milieu rural où la bibliothèque doit de plus en plus jouer un rôle déterminant dans les préoccupations locales, notamment avec l'introduction de l'audiovisuel qui permet un grand rééquilibrage de la circulation de l'information entre la ville et la campagne.

DIFFICULTES:

- l'existence de ministères différents assurant la tutelle de l'enseignement et des bibliothèques . Dans l'administration une telle situation conduit bien souvent à un cloisonnement des prérogatives et des compétences et entraînant une absence de collaboration, des suspicions paralysantes liées aux conflits de compétences latents.

Cette situation pourrait poser des problèmes pour la tutelle de ce genre de bibliothèque au plan administratif,budgétaire, etc. Sauf si à un niveau élevé on confiait l'organisation, la mise en oeuvre, la gestion et le suivi, avec des moyens conséquents, à une seule structure dont la responsabilité serait entière;

- bouleversement dans les habitudes de l'élève si celui-ci n'est pas préparé, sensibilisé;

- risque de voir la structure être considérée par les autorités comme une structure scolaire, de confiner les élèves dans leurs écoles et d'éloigner d'autres usagers qui la considéreront aussi comme une structure scolaire, si cette formule trouvait son implantation dans l'enceinte des établissements scolaires.

La solution des difficultés structurelles étant souvent des plus difficiles à réaliser, il peut être envisagé des démarches tendant à renforcer les relations entre la bibliothèque publique et le milieu scolaire.

En effet, dans l'attente d'une expérimentation éventuelle du système des "bibliothèques à deux portes", lorsque le système des bibliothèques publiques est relativement plus développé que celui de bibliothèques scolaires, et pour pailler les insuffisances de ce dernier en renforçant cette indispensable complémentarité entre bibliothèques publiques et bibliothèques scolaires, il pourrait être envisagé quelques piste d'action. Par exemple;

- la bibliothèque publique pourrait, dans la mesure où ses collections sont importantes, "décentraliser" une partie de son fonds vers la bibliothèque scolaire, ce qui lui ferait jouer un rôle de centrale disposant de succursalles;

- un programme des bibliothèques scolaires disponant d'un fonds minimal de référence pour les élèves, et la bibliothèque publique serait chargée d'apporter la dimension lecture publique une fois par semaine à l'école.

Pour ce faire, elle établirait des catalogues du fonds de la bibliothèque publique qu'elle distribuerait dans les établissements scolaires, et à partir desquels les enseignants et les élèves pourraient faire des réservations, par le moyen de formulaires établis à cet effet. Un agent spécialement affecté au programme lecture publique-scolaire ferait la navette grâce à un véhicule pour déposer les livres dans les écoles, sous la responsabilité d'un bibliothécaire ou d'une personne désignée par l'établissement qui recevrait une formation minimale;

- création d'un dépôt central dans un établissement à partir duquel fonctionnerait un réseau avec un nombre déterminé d'écoles.

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Literacy campaigns in Asia and Thailand

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LITERACY CAMPAIGNS IN ASIA AND THAILAND

Karnmanee Suckchareen

Introduction

Adult illiteracy is a matter of great concern for most countries in Asia and the Pacific.The low literacy rate is not encouraging for the socio-economic growth. The countries are fraught with the peril of poor development.

Inspite of many efforts made by the countries concerned , the results have not been encouraging. Although in the research made by Dr. Sarfraz Khawaja the literacy rate of the developing countries in Asia and the Pacific region moved from 53.6 % to 63.7 % from 1970 to 1985. It is still far behind Latin America and the Caribbean where the literacy rate is 82.7 %.

If the year 2000 is attained to be universal literacy year. So ten years from now, it is the must time for us to review seriously our past experiences and develop strategies which can effectively reach many million people in our region who are still illiterate.

As far as I study from many documents concerning about the success or lack of success of literacy campaigns in Asia and the Pacific. I found a very interesting research entitle " Study Report of Adult Education Programs in People's Republic of China, Philippines, Thailand and Pakistan " by Dr. Sarfraz Khawaja. He is the Director Academy of Educational Planning and Management, Ministry of Education, Islamabad, Pakistan.

In this report Dr. Khawaja grouped the countries in Asia and the Pacific into three categories with regard to their literary percentage.

1. Group A The countries in this catagory are Afghanistan, Bangladesh, India, Iran, Nepal, Pakistan and Papua New Guinea. The literacy ratio is below 50 % in these countries. In some cases it is even around 25 %.

2. Group B This category has literacy ratio between 50 % to 80 %. There are Fiji, China, Indonesia, Malaysia and Turkey.

3. Group C Maldives, Philippines, Singapore, Sri Langka, Korea, Thailand and Republic of Vietnam fall in this category. The literacy ratio in these countries is above 80 %.

Why and how several other countries have surpassed 80 % literary targets

All these four countries have great intensies to arrest the problem of illiteracy as soon as possible. This can be seen in the National Plan of respective governments. The countries who lagged behind in literacy had lack of

political commitment and poor implementation of literacy programs. The programs were also not backed by necessary financial allocations. The low level of motivation among the illiterates and neoliterates was a serious problem. The instability of political policy has resulted in many "starts" for literacy programs which has meant a great wastage of resources. Pakistan went through this process. China soon realized the problem and tried successfully to enhance literacy for socio-economic growth. Philippines adopted an extensive approach by tackling illiteracy through the provision of funds and integrating literacy with Non-Formal Education. Thailand achievements have been most impressive because of an absolute commitment to eradicate illiteracy in the country. The two open universities in Bangkok have been playing an important role in intregrating Non- Formal Education with Formal Education and Training. Republic of China , Philippines, Thailand and Pakistan have Department which plan, implement and monitor the adult literacy Programs.

In China the leadership and administration of workers's and plesents's education and literacy education, Commissions for workers' and Peasants' Education have been set up in all provinces, municipalities and autonomous region.

The Commission implements the decisions, guiding lines, and policies of the Party's Central Committee. Each department in the Commission has specific responsibilities. The education department is in charge of the formulation of teaching plans, the compilation of teaching materials, and the training of teachers. The labour union, the Communist Youth League, the Women's Federation and the Peasant Association are responsible for doing propaganda and mobilizing the involved organization to take an active part in the anti-illiteracy movement. The Youth League and the Women's Federation play key roles in organizing both youth and the women.

The lack of planning and implementation structures at local level for literacy programs were well realized by Pakistan and China. Although the Chinese system of macro planning and implementation is well organized with a good monitoring system by communist party cadres, The literacy programs are impressively related to the everyday life of Chinese people. It is not the case in Pakistan. The literacy programs seem more like academic exercises. Thailand has well established planning and implementation structures at local levels. The system is properly decentralized not only in the delegation of responsibility but also commensurate authority has been given.

Among the four countries, Thailand seem to be the most successful in the literacy program. One major reason is the shared responsibility between Federation and provinces for implementation of literacy programs. There are more than 50 provinces which had set the minimum targets to achieve literacy. Similarly in the Philippines the District authorithies with the help of the Ministry of Education

launched literacy and vigorously pursued the implementation. In Thailand functional literacy programs made the real difference. The following program were quite successful.

1. Classroom-type instruction This category is the earliest form of functional literacy class. The teachers is a regular school during the day and in the evening hold a night class not less than 25 adult learners, receiving the honorarium. Classroom type instruction is organized both in Bangkok and in the provinces.

2. Volunteer walking teachers In the are where illiterates do not live close together, they are scattered in different villages in too small a number to hold regular classroom type instruction, a full time teacher is selected and hired to go round to different villages to teach them. There can be as few as two or three illiterate persons making up a group. Within a day the teacher can possibly meet with a few groups. The teacher is thus called a walking teacher. Moreover, the placement of walking teachers in a rural community provides a continuity between functional literacy and other non-formal learning activities and a linkage between education and community development. In priority areas the government mobilizes resources from all sectors of development. This provides an integrated, well-planned development program as exemplified by the Poverty Areas Development Project and the Border Villages Defence and Development Project.

3. Hill-Tribe Functional Literacy Program The Functional Literacy Program for the hill-tribes began in 1976. Walking teachers who are both lowland Thais and tribesmen, have been trained and sent to the hill villages to teach interested adults basic knowledge relevant to their situations and problems. The 250 hours curriculum was specially developed to correspond to the hill environment and modelled after the lowland curriculum in structure and principles.

4. Functional Literacy Program operated by teachers' colleges There are 36 teachers' colleges which offer certificate courses with three months practice teaching for a large number of students. The students normally go to practice teaching in primary schools in the rural areas. The Department of Teachers Education has agreed to let the students teach functional literacy to adults living in the vicinity of the schools so that the students will have contact with the community. The students will get experiences that will be beneficial to them later.

In China, professional administrative agencies for adult education have been established in the administrative departments of education at all levels for the purpose of strengthening the leadership of the anti-illiteracy movement and post literacy education. There is the Department of Adult Education in the Ministry of Education, the section of Adult Education in the Bureau of Education in the government of each province, municipality and autonomous region, and the Office of Adult Education in the Bureau of Education of each city or county. Abertain number

of special regular cadres are appointed to the post in the agencies at all levels to be incharge of daily administrative affairs. In the light of the practical needs, special regular administraters or part-time administraters are also appointed in the grass-roots units, factories and enterprises, sub-district offices in cities, and communes.

Thailand and the Philippines succeeded in achieving more than 80% literacy. The training and orientation of literacy teachers were well planned and extensive. The nature of training was completely different as compared to the teacher training programs of highly formalized systems. The training was done in the field. Besides teaching skills two traits were emphasized, first one was to motivate the illiterate to become literate, second was to protect neoliterates from relapsing into illiteracy

Also in thailand, Provincial Education Officers, Chiefs of Provincial Non-Formal Education Centers, and District Education Officers have been charged with the responsibility of providing follow-up and supervision of the functional literacy Program. These educational authorities are to visit classes at least once every two months. A teacher is expected to consult these officials on whatever problems may arise. Village Headmen also oversee the teacher's work and help solve difficulties. A teacher has to submit a monthly report to the Provincial Non-Formal Education Center via the village Headmen and the District Education Officer. All teachers within a province meet once a year to discuss experiences among themselves and to provide the Provincial Non-Formal Education Center with necessary feedback.

One of the most difficult elements in the Adult Education Program is the preparation of literacy material. A prominent feature of adult education is to combine learning with application. The education material should be closely linked to production, the needs of life of the people, and their economic interests, which is a characteristic of the present literacy education program.

In China, conscientious efforts are made to combine with the learning of production technology, and the learning of knowledge of life. This method enables the farmers to obtain the technical know-how which they strongly desire, but have not yet mastered, while they are learning to read and write. This has made it possible for the farmers to apply what has been learned and has changed the attitude of many of them from " I am made to learn " to " I want to learn ". This bring about an animated and lively situation in literacy education, as well as in the education of farmers.

In Philippines very usuful material has been developed after a lot of experimentation. The material is intended to make the literacy program as functional as possible. The learning skills must be combine with earning skills. In Pakistan the literacy and Mass Education Commission has developed training material which requires more functional vocabulary in the existing literature.

Literary Promotion in Thailand

Since the Ministry of Education set up the Adult Education Division under the Department of General Education some 60 years ago, many efforts had begun to overcome illiteracy till now, Several approaches have been adopted: a compulsory mass campaign in 1940, equivalency education, functional literacy and bilingual education for the minority groups. These efforts have supplemented the impressive expansion of primary education and have resulted in a sharp drop of illiteracy rate from 68.8 per cent in 1940 to 10.5 per cent in 1980. Yet,the aggregate number of illiterates have reduced only by half during the same period from 6.8 millions to 3.5 millions in 1980, over half of whom are within working-age groups and around 60 per cent are women.

By the end of the Fourth Development Plan, the government began to place strong emphasis on rural development, particularly provision of basic services to the disadvantaged people who lives in the rural area. Literacy was identified as one of the key preconditions for development. The Fifth Development Plan, therefore, sets a mandate to reach 1.5 million adult illiterates during the 5-year span. In response to this mandate, a mass literacy campaign was declared in 1983 to reach 1.5 million illiterates in 5 years. The campaign was based on several key principles : voluntary participation, mobilization of literate persons within the family and community to serve as literacy instructors, decentralization of planning and administration to the community and integration of the campaign with other education and development

activities. The campaign began in 18 provinces in 1984 and was gradually expanded to cover the entire country in 1986.

The year 1987 marked the completion of Thailand's most intensified struggle against illiteracy. From 1983-1987, the national literacy campaign reached out to serve illiterate groups in factories, military camps, prisons, municipal areas and in every village of the country. Approximately 898,000 learners participated in different literacy programmes, representing the highest number of illiterates served for the last 40 years. Nearly one million people were mobilized to render their services as volunteer tutors, coordinators, examiners or to support literacy efforts in different capacities. A nationwide system of reading promotion and continuing education became strengthened to benefit over ten million people annually. Most importantly,a community-based system for illiteracy eradication became established, thus ensuring that universal literacy will be achieved long before the year 2000.

Existing Activities in Support of Literacy and Reading Promotion

In recognition of the need for supportive literate environment, in planning for the National Literacy Campaign, plans have also been made to bring about a more liberate environment. These efforts included :

1. Establishment of a nationwide system of village reading centres.

Since 1972, village reading centres have been established to serve as community resource centres. The centres are constructed and operated by village committees with government support

in the form of two daily newspapers and periodic wall-newspapers. Supplies of reading materials are enhanced through public donations, mobile libraries and rotating book boxes.

During the 5-year period of National Literacy Campaign, village reading centres increased from 8,100 to 28,000 with plans for national coverage by 1990. Around 2 million pictorial booklets and wall-newspapers were produced by professional and rural writers for distribution in every village of the country.

2. Temple Reading Centres

To further accelerate the expansion of reading resource centres in the rural communities, the Department of Non-Formal Education has encouraged the public to make merits to Buddhist temples in forms of books to set up reading centres within the monasteries' compound. The project was well-received by the public. Over 2,300 temples were able to set up reading services with donation from the public.

3. Public Libraries

For over 40 years, the Ministry of Education has begun the establishment of public libraries at provincial and district levels. With counterpart contribution, there are presently 73 provincial public libraries,and 315 district public libraries with over 7 million users per year. There are in addition various forms of mobile libraries using boats, motorcycles, book vans, book boxes to extend the services of the libraries into rural areas. Attempts have been made to diversify the services of the public libraries to become open learning resources centres where various

forms of learning activities are organized ranging from skill training, audio-visual laboratories, exhibition to lectures.

4. The Reading Campaign

Along with the campaign to eradicate illiteracy and to increase the flows of reading materials to the rural areas, the Thai government has also launched a Nationwide Reading Campaign in 1984. The campaign aims to promote reading habits among children, youths and the general public. The campaign began with training workshops for teachers, librarians and key personnel involved in the promotion of reading. Some of the activities promoted in the reading campaign are, for example, reading competition, book exhibition, reading circles, animated book presentation and story-telling, development of reading promotion manuals, etc. The campaign which is still underway received enthusiastic responses from public libraries, schools, teachers' colleges and universities.

5. Book Donations

The Centre for Book Donations was established in July 1972, and has since received donations of many books: textbooks, periodical, children's books, supplementary reading materials and other miscellaneous books. After having received donations the Centre will send books to Village Reading Centres, District and Provincial Public Libraries, primary and secondary schools in remote areas.

Conclusion

The achievement of the Thai's literacy efforts is clearly not the work of any one agency alone but is the results of rich experiences in literacy education accumulated over the past 50 years

and the united efforts of the entire nation to serve their less fortunate country men. One could say that Thailand has come a long way towards eradicating illiteracy by the end of the present decade. The goal is within sight. This is the view shared not only by Thai nationals but also on the international scene. Thailand has rather stood high on literacy campaign. Countries in the Asia and the Pacific Region look at it as a model to fashion their own literacy campaigns after. In recognition of the success of this campaign Thailand has won an honourable mention in the annual literacy prize of the International Reading Association awarded on the occasion of International Literacy Day in 1987. This is the third time the Campaign has been internationally recognized for its spectacular success.

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PUBLIC LIBRARY POLICY

By Else Granheim, Norway

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PUBLIC LIBRARY POLICY

By Else Granheim, Norway

Before addressing the subject of my key-note speech, let me say a few words about my own background and also on my own country. However much one turns one's eyes to what goes on in the world, and also gathers experience from participating in international work, one can never severe one's roots. Whether intentionally or not, they will continue to be the basis of one's evaluations.

After a very brief period as reference librarian and bookmobile librarian out in the country, I moved to Oslo and started working my way up in the institution which I have now headed for 20 years: the State Directorate for Public and School Libraries. A directorate can take professional decisions without asking the Ministry to which it belongs administratively. Since Norway has a Library Law relating to public libraries as well as containing regulations covering cooperation between public libraries and elementary school libraries (the latter having been made compulsory by the Elementary Schools Act) it is the Directorate's task to ensure that municipalities and counties comply with the statutory provisions. We ourselves, however, consider it our main responsibility to act as a development agency to improve library services and create new activities according to the need and challenges which the Norwegian community is facing in the new Europe. This is done partly by means of development grants to libraries and partly by implementing pilot projects ourselves.

In a position like mine it is both natural and necessary to seek impulses and ideas from abroad, and so I started involving myself in IFLA activities more than 25 years ago, an involvement which culminated in a 6 years' term as President.

The fact that during part of the time I served simultaneously on the Norwegian National Unesco Commission and on the Council for Unesco's PGI, I found of reciprocal benefit. I am now back on the Unesco Commission and attended last year's General Conference to which I am going to refer later on. Besides I am involved in common Nordic public library projects, chairing a working group under The Council of Nordic Ministers.

The reason for mentioning all this about myself, is simply to give you a background for my views and statements, which are solely my own.

Norway with its 4 mill. people has only been an independent state since 1905 when it was separated from Sweden. We have two official Norwegian

languages and in addition the Sami people (the Lapps) have their own vernacular. This means that our book publishing is very expensive and the government finds it necessary to subsidize book production, primarily Norwegian fiction, and from 1990 also foreign fiction translated into Norwegian. Free copies of these books are made available to the public libraries.

Norway is considered a rich country, its wealth formerly based on shipping and whaling, and now on the proceeds of oil in the North Sea. Yes, in a world context I think we are still rich, but politicians contradict this notion. The glorious days are gone and the belts have to be tightened and first and foremost public spending has to be cut. This implies first of all the public good which has always been considered a matter of course in a socalled welfare society.

Before ending this focusing on my own working conditions and in order to make you draw some parallels to rural areas in your own countries, let me just mention that the 4 mill. Norwegians are divided among 448 independent municipalities with the same number of main public libraries with their branches. This is of course a very costly system as 115 municipalities have less than 2500 inhabitants and another 198 less than 7500. They must all have the administrative and technical apparatus to function in a modern society and fulfil demands comparable to what the big cities can meet.

But why this costly system, you may ask? In Norway politicians on all administrative levels have for many years unanimously agreed that is was necessary to maintain a decentralized population pattern, and that people living in coastal areas or up in the mountains have equal claims to benefit from educational and cultural facilities as the citizens of Oslo, the capital. This concept constitutes the main pillar on which our national library policy has been built.

In former years, pre-session seminars like this one were mainly concerned with librarianship in developing countries. But for the seminar linked to the last IFLA Conference in Scandinavia this tradition was broken. The theme was "Public Library Policy" and it was treated universally. That was in 1979. I think it was a right decision then, and is even more relevant today.
That is also one of my reasons for dwelling so much on the conditions in my own country. I feel that today our problems are to a great extent the same, in essence, wherever we live, but they differ in degree, and in our various countries we have to solve them in different ways.

It is impossible in a key-note speech not to touch upon issues into which other speakers will delve deeply during the seminar, but I'll try to place them in a general context.

"Public library policy" is a very wide concept. Every local community and/or municipality must have a library policy of its own based on the needs of its specific population. But in general terms it must fit into the objectives of the national policy and this again must be framed with a view to universal concepts.

The smaller a language area, the smaller the endogenous book production, and the greater the need for access to literature and databases abroad. Not to speak of the needs in countries where book production is hampered by, for instance, lack of paper. Countries with a world language might be more or less self-sufficient, but here the concept of solidarity comes into the picture, or should I right away say: IFLA's core programme UAP.

This goes to show that the library policy approved by the authorities, local or national, must embody provisions or regulations guaranteeing library users access to the various kinds of documents wherever the latter are to be found. It is utterly incomprehensible that in the past when loan requests were dispatched by post, handling interlibrary loans took time, but did not create technical problems. Today when various incompatible computer systems are being used, one frequently runs into tricky problems that ought to have been avoided. The Norwegian Act for public libraries consequently contains a paragraph stating that "libraries shall follow standardized rules for lending cooperation and bibliographic control". In reality this means that our county libraries, important links in our network, must choose a system compatible with our National Union Catalogue for books and periodicals. This has proved to be a neccesity as local authorities often have difficulties in understanding the specific needs for library use and want their libraries to install the system used by the local administration.

In a country like Norway with so many small units, it is imperative that library users are ensured access to the collections of other than local libraries, e.g. university libraries, special libraries as well as bigger public libraries. In other words an efficient infrastructure is a prerequisite, and the use of other libraries' collections must be free of charge to the individual user. Otherwise the objective of equitable library service would be undermined.

A discussion is going on in Norway whether or not libraries, and not their users, should pay for borrowing from one another. Being an old-fashioned librarian I think it is stupid that public institutions should have to pay each other. This practice would also mean that libraries with very limited collections and small budgets would have to bear a relatively much greater financial burden than bigger libraries, in order to supply the requests from the local population.

I am a sworn supporter of a national Library Act for public as well as school libraries, as these libraries, together with the elementary school, form the foundation of all further education in life. One argument against statutory libraries and minimum requirements is that libraries of a high standard will suffer. Personally I think it is preferable to have a solid floor for all to stand on when politicians are searching for savings everywhere, instead of a situation where libraries in rich areas might prosper but others might be closed. An act may be modified of course, but it takes time to bring it to Parliament, and in the meantime new winds may start blowing.

On the other hand it should be a sensible act, not too detailed, but allowing for development and creativity because libraries should be in the forefront and not lag behind. This implies also that interlibrary loan systems should be under continuous review in order to keep up with improvements in automation and the use of databases.

In addition to an efficient infrastructure qualified staff is essential for the implementation of your library policy if the latter is not to remain a nice objective serving as a wall decoration. But what kind of qualifications is needed? Should we aim at a Master Degree in Library Science, universally required, e.g. for a library post in a village in Sierra Leone as well as in a small township on the west coast of Norway? This also relates of course, to the status of library work, but is it the results of the librarian's work that counts or the image of a scholarly librarian?

To mention the Norwegian Library Act once more. One of the very few clearly expressed requirements concerns the head librarian, who must have a degree from the School of Library and Information Science, but nothing is said about the scope of the post. This our new law was passed in 1985 and is not retrospective, so in many places there are still librarians who have only followed the compulsory courses and training at their county library. But they do belong to the local community, have read fairytales to the children, promoted their reading ability and are familiar with the interests of their parents. To replace such persons a good portion of diplomacy is needed. However, to meet the more advanced information needs in even the smallest municipalities today, trained librarians are required, whose extensive education also qualifies them for other functions, e.g. as archivist or taking charge of other cultural activities, in order to obtain full time posts. Another solution is to buy, as we call it, professional assistance from a neighbour municipality with qualified staff.

Librarians have often been unwilling to propose priorities and have left this responsibility to the politicians, and with disastrous results. Today Norwegian municipalities are forced by law to make long term plans and make their annual budget fit into this. This includes also the library and in this work the librarian in her/his proposal to the board must have a library policy decided by the authorities, to refer to.

Whether imposed by law or not, long-term plans are essential, both for the staff itself in its daily work and also in order to make the library more visible among all the other activities of the local community. From experience I know that librarians often consider themselves something special and feel they do not belong to the municipal administration. My institution has just finished a pilot project, a course in management for head librarians, with or without a degree, aimed at making them regard themselves as leaders in the community, more than pure librarians, and to cause them to understand the importance of good relations with top administrators and with other sectors, first and foremost educators and social workers. In these sectors one ought,

traditionally, to find the best support for library activities. But in other parts of the world community development workers and agricultural would be as important in this respect.

Two basic elements for a good library policy have been mentioned: an efficient infrastructure and fully qualified librarians. A third one is adequate premises. The library should be situated in the midst of other facilities used by the public, not necessarily in a separate building.

In the Scandinavian countries there is a trend in the main cities to dezentralize local activities and give more independence to different parts of a city, also their own administrative units in charge of such fields, e.g. social welfare. The idea is that it is an advantage for people to find those responsible for kindergartens and service to the elderly in their own environment. In Norway libraries have not been included yet, and I hope it will not happen. In times when your budgets are drasticly cut, rational administrative solutions must be found and an efficient main library is crucial.

There are not many items where cuts can be made in a library budget without serious consequences, and politicians often disagree with librarians concerning this matter. The former prefer the cheese-paring-method as we call it. In other words they want for instance to cut slices of the book budget at the main library and all branches and limit the opening hours in the same way. May be the library's users will not object immediately, but within a short period the media collection will deteriorate and gaps occur that can not be filled later on as published books are being sold out within a few years. I am quite aware that I am now describing a situation that is quite different from what many of you experience every day, but I am talking of library policy in general and basing myself on the problems I struggle with.

Last year our Central Bureau of Statistics carried out a survey about the use of public libraries. From the results it was evident that due to the increase in the general education level of the Norwegians, the users now demand access to more comprehensive collections, qualified librarians to assist them in obtaining the information they need and libraries whith long opening hours. They prefer these facilities even though situated a bit further away than the small library in their local environment. A corresponding survey undertaken 10 years ago gave the opposite result.

There are, however, exceptions and some of them are very important. Every individual is entitled to library service from the cradle to the grave. This means that user groups encountering difficulties in visiting a library themselves (situated too far away from their homes),
must be served in their neighbourhood or if neccessary, in their home. But in order to be met with sympathy from the politicians when the financial situation is difficult, librarians must also think of econony and resource-sharing. Then cross-sectorial cooperation and solutions must be sought. If the degree of utilization is very low we cannot keep open branches at all costs simply because

people are used to have them. I therefore recommend branches to be shut down instead of cheese-slice cutting, on the condition that they are either replaced by bookmobiles or book-vans or books and other information materials placed in institutions frequented by user groups who are less mobile.

This means that we must drop the principle that only librarians are able to act as an intermediary between books and readers. Librarians must be in charge of book selection, cataloguing (if not done centrally), retrieval and inter-lending. Books for parents as well as picture books should be placed in maternal and child health centres and children's books must also be made available to kindergartens. The librarian should closely cooperate with those who work in these institutions, offering assistanse and showing interest in what is being achieved. In places where teenagers meet outside school, the same facilities should be arranged, as samples of what a library may offer.

By the way, a bookmobile is not only a useful instrument for serving individuals. Fairy tales can be read inside them to kindergarten groups thus getting their first introduction to a real library, and the bus might also stop at daycentres for people of different groups.

In Norway one of the bookbuses which usually also carries public information documents, will this autumn have on board a community health worker who is to talk to people about ways to avoid accidents in the home, which are very frequent in my country. Here a parallel may be drawn to the need existing in many developing countries for information on measures conducive to avoid diseases.

Children need books whatever their age and when they are old enough to visit a library by themselves, they need service in their local environment. As mentioned in the beginning we have in my country a compulsory public library in every municipality, many of them with branches. In all, this means about 1300 permanent service points besides mobile units. They all serve children as well as adults. But at the same time we have about 3500 Primary and Lower Secondary Schools, each with an obligatory library for the pupils, and whose object clause states that the school library shall have both an educational and a general cultural function. This calls for cooperation.

Too often public and school librarians have looked upon each other with suspicion, fearing for their own integrity, a pedagogical function versus a cultural aspect. To promote cooperation or in fact enforce it, it is in Norway laid down by law that a formal cooperative arrangement between the two library systems in the municipality must be established. Guidelines for such cooperation have also been issued.

This topic will not be dealt with in detail by me here, as it will be discussed later in the week. Let me only underline that such cooperation does not mean doing everything together, but reaching an agreement on divided responsibility. The purpose and the objectives are in this case to give children

the best possible library service based on quality, actuality and variety and to coordinate the optimal use of municipal resources.

Library branches are in my opinion too often main libraries in miniature, i.e. that one finds in their collection a little of every subject that is more fully covered in the main library, but it does not reflect the specific needs of the local population. When in my country branches can no longer be maintained in the way they presently are, children's books from the public library can be placed into the school library and together form a children's branch there. In the same way, a branch may be established in a home for the elderly, if it is situated in an area with many elderly people.

Talking of elderly people, I should like to turn to the public libraries' obligation to serve the eldest generations.

In countries with a high average life-span, we are today talking of two generations of retired people. To retire from one's daily work does not mean that over night one becomes physically and mentally diminished. One has the same interests as before and can continue to visit the library as before. But when a person becomes weaker sooner or later, we must not forget that he or she still has human rights. A poor physical condition is not neccessarily followed by mental impairment, and an individual does not live on bread alone.

The industrialized part of the world has not been successful in taking care of their elderly. As you certainly know elderly people do not usually live together with their children or other family members. They live in their own house or flat, and in former years when they could no longer do so, they moved into a home for elderly people or a nursing home. Now other ideas have won through. The authorities maintain that everybody shall have the right to be cared for in their own home and not be forced to move to an institution. A beautiful idea, when it functions, but when money is scarce, the result is that there are many lonely and helpless people around. But one might say that this is a social problem, and my reply would be: not only that. Books might help to fill long lonely days and here comes cooperation with health personnel and other community workers into the picture.

Investing in children means investing in the future and what the future needs is a knowledgeable society. A society consisting of individuals who are well informed and at the same time willing to share their knowledge with others, in solidarity, and not considering knowledge and culture as saleable commodities. Here I feel that public libraries are entrusted with a great mission, just like they have when we deal with the elder generations, whether these people live in countries where their living conditions have made it possible for them to give their children the best material start you could wish for, or have simply been toiling to keep the worst poverty at bay. I assume that some of you now think I have forgotten the great percentage of illiterates among elderly people in the third world and wonder what kind of library service I aim at for these groups.

No, I am aware of this circumstance, but I want to come back to the topic of illiteracy later on.

Coming to the public libraries today, people in general do so for very varied reasons. Some go there to meet other like-minded friends, or to browse, view an exhibition of current interest, read a periodical, borrow a book, ask for information that has to be searched for in a database or to sit in the library to do their home work.

When the financial situation for the library is serious, it becomes inevitable for librarians to emphasize the utilitarian value of using the public library, with its collections of non-fiction publications, the possibility of assisting the users with specialized literature etc., when presenting their arguments to the politicians. We must not forget, however, that good fiction often gives the reader a much better impression of the way of living of foreign peoples and their mentality than a dry textbook can do. I also think that we all need some "filling up" for our imagination.

On the other hand, the more educated your users are, the more advanced their demands, and the public library must always reflect the community it is called upon to serve. Unfortunately, we have in my country a number of unemployed, and they are frequent users of libraries, not only to kill time, but to qualify themselves for another profession and eventually become taxpayers again!

Many Norwegian libraries have found that they need more legs to stand on. Or to put it in another way: For what groups in the local community should it be natural to ask the public library for library service within their field of interest, instead of maybe building up their own internal service. To obtain information about what is going on in the municipal administration, in the county and in Parliament which might effect the individual, is a right for everybody, and the former must be transmitted in a form acceptable to all, whether in print, as posters, sound tape or video film.

This does not, however, automatically give the library more goodwill among the administrative and executive officers and politicians. Maybe quite the opposite is the case. But part of the information coming from other authorities might be of equal interest for the local administration. If the public library offers to build up library facilities for the local administration, it ought to be of great help to the officers in preparing their cases, and thus be of benefit both to themselves and to the public.

Such assistance might also be needed by other public professions. This is resource-sharing which ought to engage the minds of all of us. In several regions in Norway municipal libraries have decided on closer cooperation. Three minor libraries have started a common library service for their politicians and administrative officers. In combining their resources, they can give a more advanced service.

In other regions along the coast where aqua-culture (breeding of salmon) has become a new industry, small libraries are being developed into information

centres to support the industry, which consists of many small units. In other regions again, libraries combine forces in the way that each of them specializes in a subject of current regional interest, be it service to refugees, the provision of sheet music to all brass bands in the area or in building up a local history collection. The five municipalities taking part in this project have from 800 to 11 000 inhabitants respectively, and what they gain through resource-sharing is much more than they could each of them have achieved by themselves. Due to long distances and not the best ordinary communications, these forms of cooperation could not have come into being without the aid of technology. Catalogues are computerized and terminals will give access to central databases. The State Directorate has at its disposal funds for pilot projects and development, and having no longer grants earmarked to every public library, we consider such funds of the greatest importance to push public libraries to the forefront. We have thus put money into all the activities I have mentioned here, hoping that these libraries can serve as examples for other regions. We also hope that bringing new user groups to the library and supporting local industry will lead to a more accomodating attitude from the politicians when the library budget is being decided upon.

I have touched briefly upon different media of which the public library ought to dispose so as to meet the different needs of their users and I am not going to finish before having said a little more about the principle underlying this issue.

Professor Bimpe Aboyade from Nigeria gave a paper at the IFLA conference in Paris last year, about the role of the library in communication and information in contemporary African society. She so very clearly described the difficulties confronting libraries in the third world in trying on the one hand to keep up with developing communication technologies and on the other to serve the vast majority of people untouched by such developments. I had this paper in mind when I sat listening to the speakers giving their opinion on the Unescos General Information Programme at the General Conference of Unesco held some months later. The discussion went on and on about information policy, infrastructure and computerization, important enough in themselves. But what should all these nice systems be used for? Nothing or very little was said about that question. I think I am right in maintaining I was the only one who mentioned illiteracy and the public libraries' obligations in this field, two months before the International Illiteracy Year was to start. I can imagine two, not excuses, but explanations for this. One is the still existing watertight compartments in Unesco. Books and other current media belong to the programme on culture and the promotion of reading ability was discussed under that heading as well as under that of education. I know the libraries'role was mentioned, but this was of very little use as long as Unescos representatives dealing with libraries were not present. The proposal to move school libraries from PGI to the Education Programme I also found very unfortunate from a

resource-sharing point of view. My second explanation is that since only two days are spent on this programme during the General Conference, very few countries can afford to send library specialists to take part in the discussion on this item, so that it has either to be covered by a permanent representative to Unesco or by a higher administrative officer, who happens to be member of the Conference delegation.

I therefore feel it might be useful if we all try to influence the personalities in our own countries, whom we expect will attend the Unesco General Conference as well as the Council Meeting of the General Information Programme, and ask them to be mindful of the fact that books are still the best way of transforming illiterates into litterates.

At the World Conference on Education for All taking place in March this year, a Declaration and a Framework for Action to meet basic learning needs were adopted. Through persistent lobbying a librarian who was present succeeded in having the following paragraph included in the Framework for Action: "In partnerships with school and community workers, libraries need to become a vital link in providing educational resources for all learners - pre-school through adulthood - in school and non-school settings. There is therefore a need to recognize libraries as invaluable information resources."

We know that having once learnt to read is not enough. In order to maintain one's reading ability everybody needs training in reading, and continual reading practice. In this way we appropriate the joy of reading. But we must accept the fact that there are around a billion illiterates in the world. Many of them are potensial users of libraries if given the information in a form adapted to their needs. Libraries must take the initiative to get printed material repackaged and at the same time market their institutions as suitable for all groups in society, whether they are capable of reading ordinary print or not. Elderly people may share the same book with youngsters, but through different media. A book on tape can serve different purposes, give reading joy to those who for one reason or another cannot read print and at the same time be a common joy for people with different qualifications. In the same way, where electricity facilities permit it, video tapes and recorders must be made available. For many people it is much easier to acquire the information given that way than from a book, or a combination of both media. I am now not only thinking of dyslexic people but just as much of all the functional illiterates one may find in great numbers in the industrialized countries.

Often one can hear politicians say that books must be available free of charge in libraries, but for video, it is a different case, not to mention information obtained from electronic databases. As to video, people usually have ordinary feature films in mind and not documentaries to be used for information and education purposes. This leads to discrimination.

I think we all here agree that a democracy is a demanding community structure. It implies duties as well as rights, and to discharge both we need to be

well informed. We will face the situation all of us, sooner or later, that public documents, handbooks, dictionaries etc. no longer exist in printed form, but only in electronic databases. It should be a human right to have free access to these facilities. Otherwise information technology will be instrumental in increasing the gap between rich and poor.

In an article in IFLA Journal in 1984 our well-known colleague Maurice Line underlined that information technology is bound to have both good and bad effects on individual human lives and on society in general. It will change the concept of information: recorded knowledge will be more fluid and changeable and the boundaries of the library's role will be less clear. There may be serious competition between private and public information sectors. Maurice Line objects to the view "that because something can be done it will be done and should be done" - a sort of technological imperative --. Let us consider what we want to have done and what might be the consequences if we use technology. But librarians should become involved in these issues and seek to influence events.

When I am now approaching the end of this paper you may say that I have been strolling on many side-paths today instead of following a strict line to the ultimate goal. One reason for this is that the public libraries in our countries differ so much, from hardly existing at all to a great number of well developed institutions. But another reason is that although we pursue the same goal, the roads we take and the tools we use may change very rapidly. Through long experience I have also learnt that it may sometimes be wise to give up a principle, as the best might sometimes prove to be the enemy of the good.

It is often said today that the public library is left with a choice of two possible roles for the future: the new concept of the information centre or the older concept of the cultural - educational - recreational resource. In my opinion these two functions can well be conbined, and they have to in many societies. Call it whatever you want, why not an information centre if that concept results in libraries being taken more seriously and more strongly appeal to the persons responsible for granting the money. But as to the contents library facilities must, generally speaking, include materials - printed as well as audio-visual-intended to improve the reading ability and the joy of reading, literature to increase international understanding, materials destined to serve the visually and physically impaired, local history - including taped talks with local people, as well as what we usually expect to find in an information centre, basic as well as more advanced information, both published and unpublished.

Information is not something obtained once and for ever. We must all continously replenish our fund of knowledge, whether we are farming or teaching. In many countries information has now become a saleable commodity. Private information brokers have found a market and librarians must compete with them. An American colleague, Richard Diener, once said at an information conference that in each country and within each ideological bloc, conflicting visions of the nature of information are held by members of different spheres in

society. In the political sphere, information is viewed as a source of power through control exercised over its processing. In the economic sphere information is viewed as a resource, either an asset for lease or a commodity for sale. In the social sphere information is viewed as a social good to be freely shared by all. In the cultural sphere information is considered a cultural resource, the basis of belief and social reality. We who share the attitude of the two last mentioned groups are really facing great challenges. But we have to fight, if what we really want is a global knowledge society, where people can live under acceptable social conditions, but maybe also learn from the industrialized countries that the quantity of material goods available does not necessarily give quality to one's life. You may consider this an empty phrase, easy for me to present. But I feel that we all have a responsibility to give a warning in order to save this our planet.

Increased use of libraries cannot be considered a waste of resources, but on the contrary milieu-friendly. The knowledge one gains from a medium does not make the medium poorer in knowledge. In consequence librarians can with a good conscience spend resources on increasing the awareness of the need to protect and improve our environment.

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SUMMARY

A very brief summary of my views on public library policy - presented either as statements or as examples from my own country:

The knowledge society demands well informed citizens.
Every individual should therefore be entitled to a good public library service wherever he or she lives, and it should be free of charge.
In order to procure such service certain prerequisites are needed:

Basic regulations must exist, built on a national library policy, decided by national authorities, and which is also in accordance with ideas proposed by international governmental and non- governmental organizations (cfr. IFLA's Guidelines for Public Libraries).

The library policy adopted by local authorities should fit into the national policy and thus form an active part of it and contribute to the realization of an efficient infrastructure.

Trained librarians is a necessity in every municipality, independent local authority or whatever it may be called. This might be obtained in different ways.

Adequate premises in the midst of other facilities used by the public should also exist.

Each library should first and foremost reflect its own local society, its citizens, their interests and specific needs. Special demands should be met by inter-library service.

Specific needs of the users do not only relate to the contents of the documents, but as much to the physical form.

Public librarians should be user-oriented and willing to give priorities.

Resource-sharing and cooperation, included cross-sectional are concepts which should be born in mind to improve service.

The cultural and educational function should not be neglected but be considered equal with those relating to the concept of an information centre.
A public library should always be in the forefront to assist in creating a knowledgeable society and thus improve the social conditions of the population.